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ABSTRACT

Teachers, principals, and supervisors need to determine the kinds of learners being taught in the school/class setting. Are pupils good by nature, bad, or neutral? Concepts held pertaining to each pupil assist in determining objectives, learning activities, and evaluation techniques. The Puritans believed that individuals were born evil or sinful. A leading objective for Puritan pupils to achieve was knowledge of God or eternal life, and corporal punishment was regularly used. Joseph Lancaster introduced the Lancastrian Monitorial System of Instruction into the United States in 1805. The system was also based on the belief that individuals were born evil, but employed the method of publicly embarrassing pupils for misbehavior as more humane than physical punishment. Johann Herbart (1776-1841) believed that individuals were born with a mind like a blank sheet, and neutral in their initial orientation, so that it was entirely up to the teacher to furnish right ideas to pupils. Friedrich Froebel (1782-1857) believed that individuals were born as good, wholesome persons, and the teacher's task was to encourage this innate goodness to come forth. Teachers, principals, and supervisors must thoroughly evaluate and ultimately select quality objectives for pupils to achieve. General objectives can be divided into the categories of understandings, skills, and attitudes. How specific objectives should be stated is an issue. Cognitive, affective, and psychomotor objectives need adequate emphasis in the curriculum. There must be a rational balance among understandings, skills, and attitudinal objectives. Teachers, principals, supervisors, parents, and children should be actively involved in determining these ends. (Twelve footnotes are included.) (RS)

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GOALS, THE LEARNER, AND THE LANGUAGE ARTS

Marlow Ediger

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Teachers, principals, and supervisors need to determine the kinds of learners being taught in the school/class setting. Are pupils good by nature, bad, or neutral? Concepts held pertaining to each pupil assist un determining objectives, learning activities, and evaluation techniques. An educator can observe teaching-learning situations in any classroom and notice concepts held by the teacher pertaining to any one learner.

The Learner as an Evil Individual

The Puritans established Massachusetts Bay Colony in 1630. Seemingly the Puritans had the best system of education in the New World. They believed that individuals were born evil or sinful. A leading objective for Puritan pupils to achieve was knowledge of God or eternal life. Achieving this end would assist pupils in moving away from evil and toward the Good. To achieve desired objectives, Puritan pupils experienced the Horn Book. The Horn Book contained one page attached to what basically looked like a wooden ping-pong paddle. The upper and lower case letters of the alphabet in manuscript style, the Benediction, and the Lord's Prayer were contained in the Horn Book.

In 1690 the New England primer was introduced into colonial Puritan schools. The New England primer was more comprehensive in religious and secular content as compared to the Horn Book. Parts contained in the New England primer were the following:

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1. the shorter Westminster Catechism containing a series of questions and answers, which Puritans believed were essential religous beliefs.
2. the names of the books of the Old and New Testaments.
3. the Lord's Prayer and the Apostles' Creed.
4. the illustrated alphabet containing religious and moral admonitions, e.g., a picture of Adam and Eve in the garden of Eden.- pupils memorizing and reading "In Adam's fall, we sinned all." For the letter "d," the picture of a dog biting a thief-pupils ultimately learned to read "a dog will bite a thief at night." These learnings, among others, eventually led pupils in learning to read from the Bible.

In addition to learning about God to help the pupil move away from being an evil individual, Puritan teachers generally utilized physical ppunishment to admonish learners. Spanking, slapping, kneeling on dried beans, and whipping posts were methods used to motivate pupils. Hopefully, the child would then become a good individual. There are still vestiges in classrooms today where teachers emphasize pupils as being bad human beings. The badness, according to these advocates, then needs to be driven out of pupils.

Pulliam[1] wrote:

> Religion played a very important part in colonial schools and colleges, both in the conduct of the institutions and in the curriculum. Although Bible reading and prayer continued to be a major part of common school practice well into the national period, control of education gradually shifted away from sectarian authorities. Just as the several states in modern America delegate authority to local school boards, so the colonial governments allowed private individuals and religious groups to establish schools of their own. In part, this was caused by the failure of governments to support schools with tax revenues and, in part, it was due to the rise of numerous religious sects which demanded the freedom to educate children in their own way. As a general rule, the central civil government did not engage in close supervision of schools which were built and financed by local or church agencies. This was true throughout the colonies in the eighteenth century and was especially obvious in frontier settlements.

Joseph Lancaster in 1805 introduced the Lancastrian Monitorial System of Instruction into the United States. Lancaster believed that any reasonably intelligent person could manage a monitorial school. The head person in a monitorial school called a master teacher might be in charge of 1,000 pupils in one large building with no partitions to divide the diverse levels of achievement into classroom settings. The master teacher before the school day began instructed monitors who in turn would teach a bench filled with pupils. Approximately, ten learners sat on each bench with no backs. Textbooks were not used in the school setting. Rather, large charts along the walls contained that which pupils were to learn. In military precision, a set of boys from a bench marched in front of a chart; the monitor taught these pupils what was perceived to be relevant content. Sequential groups of boys from other benches would also be taught by their respective monitors from these charts. The reading curriculum contained sequenced levels of achievement.

> Class I, pupils memorized the individual letters of the alphabet.
> Class II, syllables of two letters were read.
> Class III, syllables of three letters were mastered.
> Class IV, words and syllables of four letters were memorized.
> Class V, pupils learned to read words of five and six letters.
> Class VI, pupils read from the Old or New Testament.
> Class VII, the reading curriculum consisted of books to assist pupils to improve their minds.

In the Lancastrian Monitorial School, pupils on an individual basis could be promoted to the next higher class level if judged ready to do so by the involved monitor. Inexpensive methods of educating pupils were definitely in evidence in the Monitorial Schools. Pupils wrote on slates using chalk as as well as in sand instead of on paper. Charts on

walls contained items for pupils to learn rather than the utilization of textbooks. Monitors received a free education from the master teacher but initially received no pay. Later on, Monitorial Teacher Training Schools were organized to educate monitors; some money was then received by monitors for their services.

Joseph Lancaster believed that individuals were born as evil beings. He recommended that embarrassing pupils for misbehavior was more humane than using physical punishment. A pupil with an unwashed face would be forced to wash before the entire student body. A pupil could be placed in a basket, suspended fron the ceiling, for misbehavior. Or, several pupils who misbehaved might be yolked together to parade in front of other pupils in the school building. In a large city for its day, there could be as many as a thousand onlookers in the classroom. Embarrassing pupils, according to Lancaster, was a means of driving evilnesss out of pupils. It was also a method utilized to motivate pupils to achieve at a higher level.

Cubberley[2] wrote:

> The essential features of the Lancastrian plan were the collection of a large number of pupils in one classroom, from 200 to 1000 being possible. ...The pupils were sorted and seated in rows, and to each row was assigned a clever boy who was known as a monitor, and who was the key to the entire system. A common number for each monitor to instruct and look after was ten. The teacher first taught these monitors a lesson from a printed card, and then the monitors, "youthful corporals of the teacher's regiment." took their rows to "stations" about the wall and proceeded to teach the other boys what they had just learned.
>
> At first used only for teaching reading and the catechism, the plan was soon extended to the teaching of writing, simple sums, and spelling, and later to instruction in the higher branches. A number of private monitorial schools and academies were organized in the different Eastern States, a number of monitorial high schools were organized in different cities, and

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it was even proposed that the plan should be adopted in the colleges.

The Learner as a Neutral Individual

Johann Herbart (1776-1841) believed that individuals were born with a mind like a blank sheet. Thus, no content nor innate ideas were present at birth. Whatever happened in the environment imprinted itself on the mind. Herbart then believed it was entirely up to the teacher to furnish right ideas to pupils. Only in this way could any one person become a good individual.

Johann Herbart is credited by many educators for advocating the use of lesson plans in teaching-learning situations. Selected steps were deemed necessary to be written into each lesson plan. First of all, the step of preparation should be emphasized in the daily lesson plan as well as in teaching. Here the teacher reviews with pupils that which the latter had studied previously. If the step of preparation was not emphasized in the instructional arena, the pupil might not be able to recall what had been acquired yesterday or on prior days of teaching. With the step of preparation, pupils develop clear ideas as to previosly developed facts, concepts and generalizations.

The second step of teaching advocated by Herbart was presentation. Here, the teacher presented new learnings to pupils. In the third step of teaching, pupils developed associations by relating content from steps one and two. Pupils can then be asisted in developing generalizations in step four. Ultimately, pupils need to use what has been learned in the step of application. Applying what has been learned is step five in Herbart's lesson plan.

To develop good individuals, Herbart advocated morality ends being the ultimate aim of education. A study of literature and history, in particular, would assist learners to become moral persons. In history and in literature, there are many noble individuals who can provide right standards as models of living for readers. Pupils may then pattern their own lives after those in history and literature who lived superb lives.

Herbart believed that whatever exists imprints itself on the mind of each person. A cruel teacher then imprints itself on the mind of the perceiver. Discipline of pupils for misbehavior must not be harsh. Harsh behavior could become a part of a learner if used as means of disciplining pupils. Rather, a logical approach needs to be utilized. If a pupil wastes time in the class setting, the teacher needs to explain to the involved pupil as to what should be done to compensate for the wasted time. During recess time or after school, the pupil needs to complete school work which could have been finished when the involved pupil was not attending to the task at hand.

Mulhern[3] wrote the following when contrasting Herbart's thimking with that of John Dewey:

> To bring the school into touch with life as changed by the Industrial Revolution and democracy was the basic aim of Dewey's experiment. Existing schools failed to keep pace with the changes that had occurred. The modern child knows little about the processes by which his needs for food, clothing, and shelter are supplied. Unlike the child of the past, his ordinary life, practically, morally, and intellectually, lacks educational opportunity. As Dewey sees it, it has become the duty of the school in our industrialized society to abandon its tradition of bookishness, and provide those real life experiences of which the child has been robbed in the changed home and community environment of the present. For the listening school he would substitute the school of activity, in

which morals as well as occupational skills are acquired by living and acting in real situations. Indeed, the school ought to be a reproduction of society, as it actually is, and in it the child should have actual experience with the needs and problems of social life.

The Learner as a Good Individual

Friedrich Froebel (1782-1852) believed that individuals were born as being good, wholesome persons. Inherent in each individual at birth is the concept of goodness. If an individual is born as a good person, creative endeavors are vital. Thus, that which is within an individual must come to the surface in terms of products, processes, and efforts. Dictating to pupils what to learn (objectives) and the means of learning (activities) was definitely not emphasized by Froebel.

Friedrich Froebel had specific materials to use in teaching-learning situations. These included:

1. gifts, such as physical models of lines, planes, and points. Also included in what was known as gifts were cubes, cylinders, and spheres. The larger cube could be taken apart resulting in numerous smaller cubes. Smaller cylinders could be slid into the original larger cylinder. The form and shape of each gift could not be changed by pupils.
2. A second set of teaching-learning materials developed by Friedrich Froebel was called occupations. The learner makes changes as to the form/shape of occupation materials. Paper-folding and cutting, clay modeling, making dots of diverse colors, drawing pictures, and the stringing of beads were learning activities classified as occupations.
3. A third type of experience recommended by Froebel for kindergarten pupils involved their participation in mother play songs. While being in a circle and singing songs, pupils would creatively dramatize that which was sung. Spontaneous, unique behavior was to be encouraged from learners by the kindergarten teacher.

Which creative products and processes would pupils reveal as a result of participating in use of gifts and occupations, as well as mother play songs?

1. The pupil could add and subtract items Friedrich Froebel classified as gifts. Learners might also build model scenes and sites with the utilization of gifts.
2. Pupils individually could creatively develop unique model animals, people, and buildings from clay (an occupation).
3. Novel designs could be cut from folded paper (an occupation).
4. Diverse interpretations could be given to singing experiences classified as mother play song.

Froebel then believed that infants are born as being good individuals. Thus, the goodness existing within pupils should come forth as novel, unique products and processes. The teacher sets the stage for pupil learning; the goodness within pupils must then blossom forth. Eby[4] wrote:

> The most enlightening idea that Froebel has contributed to modern pedagogy is that the human being is essentially dynamic and productive, and not merely receptive. Man is a self-generating force and not a sponge which sops up knowledge from without. The core of his being partakes of the creative, spiritual energizing of the Absolute. He is an organism of spontaneous activities and must of necessity express his nature, not in capricious or arbitrary ways, but in a accord with the fixed law of development. As a creature of nature, his activities are, first of all, unconscious and instinctive. and guided by the purposefulness of nature. As man emerges from nature, he becomes more and more fully aware of its ends, and accepts these ends for his conscious striving. He thus combines the unconscious and spontaneous with clear, conscious purposefulness. Man's genius and life work are realized by expressing all the inherited promptings of his divine essence.

Concluding Statements on the Nature of Pupils

Three distinct points of view have been presented pertaining to concepts of the learner. The pupil may be perceived of having been born

as a bad human being. The Puritans in Colonial America had definite goals in mind to change individuals from being bad to good. Among other means, religous instruction and physical punishment were utilized. Vestiges of physical punishment are still in evidence in schools and society.

Individuals can also be perceived as being neutral in their initial orientation. The environment in degrees then makes or breaks the individual. Physical punishment cannot be used to change behavior since the act or deed imprints itself on the mind of the learner.

A third perception pertaining to human nature is that innate goodness exists at birth. Since the learner was born as a good individual, unique content from within the pupil needs to be expressed. Freedom from restraint is important when perceiving learners as being inherently good.

Objectives in the Language Arts

Teachers, principals, and supervisors must thoughtfully evaluate and ultimately select quality objectives for pupils to achieve. Pupils in the elementary school need to achieve useful, relevant objectives. Objectives pertain to the kinds of pupils that the school is attempting to develop. Learning activities help pupils to achieve the chosen objectives. The activities need to be meaningful, interesting, purposeful, and provide for individual differences. Ultimately, evaluation must take place to determine if objectives have been achieved by pupils. Pertaining to objectives to achieve such as in reading Barr, Sadow, and Blachowicz[5] wrote:

Reading enables us to enrich our lives. All of us have experienced the thrill of reading a good story and the satisfaction of locating needed information. As teachers, we are committed to helping our students use and appreciate the experiences afforded through reading. Our goals must be to support children as they develop skill in reading and to instill in them a love for reading.

Achieving these goals is easy with some children. They learn to read easily, and the satisfaction they experience leads them to read often and to love reading. Unfortunately, there are other children who experience considerable difficulty reading. As a consequence, they see reading as unpleasant and grow to dislike it. These are children whom teachers worry about a great deal. It is the purpose of this book to provide teachers with the understandings needed to help these children. We believe that if teachers understand the needs of their students, they can help them to avoid extremely frustrating experiences while learning how to read. In turn, as these children acquire greater proficiency in reading, they will begin to appreciate the power reading gives them to enrich their own lives.

General Objectives

General objectives state the kinds of behaviors that are to be developed within learners over a rather long period of time. General objectives can be divided into the following categories: understandings, skills, and attitutudes. Understandings objectives pertain to facts, concepts, generalizations, and main ideas that are to be achieved by pupils. The following understandings objectives, as examples, can be stated for pupils to achieve in the language arts.

To develop an understanding of:

1. the structure of patterns of sentences in the English language.
2. diverse kinds of poetry such as couplets, triplets, limericks, haikus, tankas, and free verse.
3. stress, pitch, and juncture as it pertains to the communication of content.
4. how kernal sentences are transformed into the making of new sentences.
5. diverse word recognition techniques to use in identifying

new words.
6. different purposes to use in reading to comprehend content.

Skills pertain to doing or performing in terms of what is stated in the general objective. The following, as examples, may be important skills for learners to achieve:

1. to read content in a meaningful way.
2. to utilize legible handwriting in functional situations.
3. to use correct spelling when communicating content in writing.
4. to utilize proper punctuation, capitalization, and usage in functional writing situations.
5. to present ideas effectively in the oral use of language.
6. to read for a variety of purposes in comprehending content.
7. to utilize appropriate word recognition techniques to unlock new words.
8. to comprehend content effectively in situations involving listening.
9. to listen to subject matter for a variety of purposes.
10. to evaluate effectively one's own achievement in the language arts.

Pertaining to processes or skills in reading, Rayner and Pollatsek[6] wrote:

> Some cognitive psychologists who study the product of reading would also want to argue with us concerning the bias towards understanding the process of reading. To their way of thinking, what people remember from what they read may be more important than how they go about the chore of reading. However, our response to such a point is that understanding the process by which some mental structure is created almost logically entails understanding that structure. In contrast, understanding what gets stored in memory may not reveal much about the processes that created the structure. Thus, understanding what is in memory as a result of reading discourse may not be unique to reading; essentially the same structures may be created when people listen to discourse. We are not saying that understanding the product of reading and how that product gets remembered is not important. It's just that reading is a remarkable skill that must be understood--quite apart from issues like general comprehension skills and intelligence.

Attitudinal objectives are very important for pupils to achieve. Achieving proper attitudes influences the attainment of understandings

and skills objectives. The following, among others, might well be important attitudinal objectives for pupils to achieve:

1. appreciating creative efforts on the part of individuals.
2. wanting to understand patterns of sentences in the English language.
3. appreciating how sentences can be transformed from kernal sentences to other kinds and types of sentences.
4. developing an inward desire to write creatively.
5. wanting to listen attentively to the contributions of others.
6. having a desire to write for a variety of purposes.
7. wanting to evaluate one's own achievement in the language arts.
8. appreciating how the English language has developed and changed in time and place.
9. wanting to read selected library books during leisure time.
10. desiring to learn appropriate techniques for identifying and recognizing new words.
11. wanting to read for a variety of purposes.
12. wanting to express content clearly in the use of oral language.

Dufby and Roehler[7] wrote:

> Teachers make a difference. This is not a wishful statement or hopeful rhetoric. It is a fact established by more than 20 years of painstaking research, which shows that when teachers do certain things they produce higher achievement; when they do not do these things, they produce less achievement. Being an instructionally effective teacher, however, is not easy. Teaching is extremely demanding, and the constraints and realities of classroom life often cause teachers to favor mechanical instruction, which, although less effective in producing reading achievement, is easier and makes classroom life more manageable.

Specific Objectives

To guide optimal progress in teaching students, supervisors need to encourage and assist teachers. Wiles and Bondi[8] listed the following ways that supervisors can help teachers:

1. Developing instructional plans--Working with teachers to outline and implement instructional programs.
2. Evaluating programs--Conducting testing and other types of

evaluation to determine if instructional programs are meeting standards.

3. Initiating new programs--Demonstrating new techniques and otherwise establishing the groundwork for new programs.
4. Redesigning instructional organization--Reviewing existing instructional organization for effectiveness and, where appropriate, making alterations.
5. Delivering instructional resources--Being sure that teachers have necessary instructional materials and anticipating future material needs.
6. Advising and assisting teachers--Being available to teachers in a consulting, helping role.
7. Evaluating facilities and overseeing modifications--Assessing educational facilities for instructional appropriateness and making on-site visits to ensure that modifications are as designed.
8. Dispersing and applying funds--Following the flow of monies to ensure their application to intended programs.
9. Conducting and coordinating inservice programs--Guiding inservice programs so that they are applied to instructional needs.
10. Reacting to community needs and inquiries--Receiving community feedback about school programs and sending information to parents of school children where appropriate.

Selected teachers, principals, and supervisors may wish to have objectives stated in measurable terms, for learners to achieve. How specific objectives should be stated is an issue. Objectives can be written so precisely that little leeway exists for interpretation in terms of what will be taught. Notice the following specific objectives which have no leeway in interpreting what will be taught:

1. The pupil will list in writing the names of at least five parts of speech.
2. The pupils will write a haiku poem.

In the first objective, pupils merely recall names of different parts of speech such as noun, verb, adjective, preposition, conjunction, adverb, and pronoun. There is no leeway as to what will be taught when viewing objective number one. Pupils, of course, should engage in learning that which requires a higher level of thinking than merely

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recalling content, such as parts of speech in the English language. The second objective requires a higher level of thinking as compared to objective number one. Pupils individually or in committees may then creatively write a haiku poem. By definition, a haiku should possess five, seven, and five syllables for each sequential line of the poem.

Selected educators have frowned at the thought of having objectives emphasizing the recall of information only, in teaching-learning situations. Thus, educational objectives also need to stress the importance of critical thinking, creative thinking, and problem solving. The following objectives emphasize the importance of higher levels of thinking:

1. The pupil will write a limerick using a title of his/her own choosing.
2. The pupil will select a title and write a tall tale.

Affective objectives are very important to stress in teaching-learning situations. Positive attitudes on the part of learners aid in overall achievement in learning. To guide learners in attaining attitudinal objectives, the following principles of learning must be followed in the school setting:

1. Pupils must be ready to achieve new learnings.
2. Learners should be fascinated with ongoing learning experiences.
3. Learnings need to be sequential from the child's own unique point of view.
4. Pupils should enjoy ongoing learning activities.
5. Each child needs to experience success in learning.
6. Pupils should be guided in diagnosing personal difficulties in learning.
7. Learners need guidance to assess their own progress in learning.

The following are examples of specific affective goals for pupils to achieve:

1. The pupil will voluntarily select and read a library book as well as tell the story sequentially in his/her own words.
2. The pupil will volunteer to participate actively in a discussion pertaining to a library book of his/her own choosing.
3. The pupil will voluntarily write a poem. (The learner will select the title as well as the kind of poem to write).

Robeck and Wallace[9] wrote:

> In a reading situation, the student receives pleasure stimulation from successfully breaking the code and from gaining the author's meaning. When success is not obvious to the student, reinforcement must come from affirmation by the teacher, or from built-in feedback from the material, to tell the student that he or she is working in the right direction. The need for external reinforcement occurs when the student's effort is short of the final performance that is intrinsically rewarding. All reading experiences that are rewarding tend to produce repetition of the reading activity that was in process when the pleasure stimulation occurred. This repetition, while attending to the reading act, results in consolidation of the content and the skills being practiced. On the other hand, failures in code breaking, inability to gain the information needed or sought, and displeasure on the part of the teacher all tend to become linked to punishment centers in the same way that success and satisfaction connections are made to the pleasure centers.

It is important for pupils to achieve objectives which emphasize psychomotor domain objectives. Thus, there is a balance among cognitive and attitudinal objectives as well as those requiring physical movement. The following specific objectives may be written for pupils to achieve involving the use of neuromuscular skills:

1. The pupil will pantomime a story or library book of his/her own choosing.
2. The learner will participate in a creative dramatics activity relating directly to subject matter of his/her own choosing.

It is important to emphasize balance between between and among objectives that pupils are to achieve. Thus, cognitive, affective, and psychomotor objectives need adequate emphasis in the curriculum. This

does not mean that an even number of each category of objectives will be emphasized. Based on rational thought in the selecting of objectives, pupils should achieve an adequate number of cognitive, affective, and psychomotor goals.

Pertaining to goals in education, Duke[10] wrote:

> Educators and other citizens today are unsure of the goals that should guide schools. Is the primary purpose of public schools to socialize the young? to maintain the existing order? to bring forth a new society? to provide the labor needed to improve the economy? to prepare students for college? to teach the basics?
>
> Uncertainty about which goals are most important has caused teachers to try and accomplish multiple goals simultaneously. In some cases, this task is simply impossible given available resources and expertise. In other cases, the goals themselves are incompatible. As long as consensus on the central goals of public schools remains elusive, teaching and operating schools are likely to increase in complexity.

Criteria for Selecting Objectives

Teacher empowerment is a vital trend in the curriculum. Pink[11] lists the following as barriers to teacher empowerment:

1. State reform mandates (Such as effective school programs that emphasize basic skills acquisition and the use of direct instruction) that limit teacher decision making.
2. Standardized tests mandated by the state or district, especially in urban districts, which frequently narrow instruction to areas covered by the tests. As a result, the curriculum guides become driven by the tests.
3. District curriculum guides developed by a committee that prescribe the content of the curriculum and discourage teacher decision making.
4. Required texts, such as district or state adoptions, which limit teacher choice about curriculum materials and control what knowledge students have access to.
5. Uniform instructional pacing requirements at the district or state level that not only commodify education into discrete units for presentation to students, but also remove teachers from decision making about the appropriate materials for instruction and the specific needs of

individual students.

6. The absence of an adequate staff development program in many school districts, which reflects the fact that districts infrequently invest in the long-term professional development of teachers and administrators. Staff development programs are typically designed to tell teachers about new content or instructional methods identified as important by central office staff--for example, assertive discipline or the Madeline Hunter (1984, 1985) technique.
7. The current organization of schools (the six-or seven-period day, tracking, ability grouping, and differential expectations of students based on race, social class, and gender), together with the belief system that supports it, functions to systematically limit teachers' discussion of the factors critical to curriculum inquiry and reform.
8. Teacher evaluation models that define teaching as the slavish modeling of prescribed "effective teacher" components (such as direct instruction, Hunter's "seven steps"), thus eliminating teacher spontaneity and experimentation.
9. The professional preparation of teachers and administrators (including preservice, induction, and professional development activities), which typically involves limited exposure to critical issues in curriculum theory, social foundations, and organizational/school change. Instead of providing experiences in critical inquiry, such programs usually emphasize the mastery of technique over analysis.

Teachers, supervisors, and principals must select significant objectives for pupils to achieve. There must be a rational balance among understandings, skills, and attitudinal objectives. Or, using a different classification scheme, balance in objectives should be in evidence pertaining to cognitive, affective, and psychomotor objectives. Objectives should be emphasized in teaching and learning which pupils can achieve. It is important that adequate data be obtained about learners individually if stated objectives have or have not been achieved. Pupils need to be evaluated on all facets of development. Thus, pupils would be assessed in intellectual, social, physical, and emotional development. There should be a broad base of participation in

determining objectives for pupils to achieve. Teachers, principals, supervisors, parents, and children should be actively involved in determining these ends. Questions that may be asked pertaining to determining which objectives pupils are to achieve may be the following:

1. Are these objectives significant for learners to attain?
2. Would pupils be interested in achieving these objectives?
3. Is proper sequence in learning involved when achieving the desired objectives?
4. Would learners be motivated in achieving the stated goals?
5. Is readiness for learning in evidence on the part of the pupils in achieving the objectives?
6. Would pupils feel that the stated objectives are relevant?
7. Do the objectives emphasize the importance of pupils becoming democratic individuals?

It is important to select carefully those objectives which pupils are to achieve.

Schunk[12] wrote the following pertaining to the psychology of the late A. H. Maslow:

> Another important characteristic of self-actualized persons is that they focus on important problems, looking outside of themselves to a problem or cause and dedicating their efforts to it. They also display great interest in the means for attaining their goals. The outcome (righting a wrong or solving a problem) is as important as the means to the end (the actual work involved).
>
> Maslow's hierarchy is a useful general guide to understanding behavior. For example, it is unrealistic to expect students to show much interest in school learning if they are suffering from physiological or safety deficiencies. The hierarchy provides teachers with clues concerning why students act as they do. Teachers stress intellectual achievement, but many adolescents are preoccupied with belongingness and esteem.

Questions to Consider

1. Consult several curriculum guides containing sections on the teaching of language arts.
   (a) Which objectives are stated most frequently for pupils to achieve?

(b) Which objectives emphasize creative endeavors on the part of pupils?
(c) Do you think that the objectives overly emphasize conformity behavior on the part of pupils? Why?

2. Select several college and university level textbooks on the teaching of elementary school language arts; read relevant chapters on objectives for pupils to achieve.
   (a) Is creative behavior on the part of pupils emphasized in these objectives?
   (b) Are the objectives written specifically enough to determine if they have been achieved ultimately by pupils?
3. In your own thinking, which objectives in the language arts are of utmost importance for learners to achieve?
   (a) What means should be utilized in achieving these objectives?
   (b) How can it be determined if these goals have been successfully achieved by students?
4. In observing pupils in society, which objectives, do you think, should teachers emphasize in teaching-learning situations?
5. How can the home situation help pupils develop more proficiency in each of the following?
   (a) listening
   (b) speaking
   (c) reading
   (d) writing

Footnotes

1. Pulliam, John D. History of Education in America. Fourth Edition. Columbus: Merrill Publishing Company, 1987. page 20.

2. Cubberly, Ellwood P. Public Education in the United States. Houghton Mifflin Company, 1947. page 132.

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